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ABSTRACT

The effect of the "Language Arts through Latin" project on teacher participation in college courses and subsequent pupil performance was investigated. The goal of the project was to prepare non-Latin teachers to provide the benefits of a Latin program to intermediate and secondary students who did not receive formal Latin instruction. It was expected that exposure to Latin would improve students' English reading and language arts skills. Participating teachers were provided with curriculum materials, staff development activities, and contacts with experienced Latin teachers. Of 60 participants, 32 successfully completed college courses offered under the program. Teacher participation was positively associated with improved student performance on two of four reading and language arts tests. However, higher teacher grades in the college course were unexpectedly associated with poorer student performance. (Author/RW)

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LANGUAGE ARTS THROUGH LATIN
1980-1981

Report Number 8305

Prepared By

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Federal Evaluation Resource Services

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FL013790

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research, Planning, and Evaluation
November, 1982

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November, 1982

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This project was funded by a Grant of the National Endowment for the Humanities.

EXECUTIVE SUMMARY

This report assesses two aspects of the Language Arts through Latin project; the extent to which participating teachers availed themselves of college courses offered under project auspices during the spring and summer of 1980, and the effect of teachers participation in the project on the subsequent performance of their pupils.

The goal of the project was to prepare teachers to bring the benefits of the elements of the School District's Latin program to a large number of pupils who did not receive formal Latin instruction. The project provided participating teachers with curriculum materials, staff development activities and field contacts that were planned and conducted by School District specialist Latin teachers, and coursework available through Temple University and Millersville State College.

Of the 60 project participants, 35 enrolled in, and 32 earned a passing grade in, the college courses offered during the spring and summer of 1980.

The teachers' participation in the project was positively related to the subsequent performance of their students on two of four tests in reading and language arts. Examination of the separate effects of the coursework and the staff development showed that regular participation in the staff development sessions was associated with better subsequent pupil performance. The teachers' earning a high grade in the college course was associated with poorer subsequent pupil performance, an unanticipated, and at present an unexplained, finding.

LANGUAGE ARTS THROUGH LATIN

This report assesses two aspects of the Language Arts through Latin project: the extent to which participating teachers availed themselves of the college courses offered for participating teachers by Temple University and Millersville State College during the first program year, 1980-1981; and the effect of the teachers' participation in the project on the subsequent performance of their pupils.

RATIONALE

The goal of the project was to prepare teachers to bring the benefits of elements of the School District's Latin program to a large number of pupils who did not receive formal Latin instruction from specialist Latin teachers. A study of the Latin program in 1971 suggested that, in addition to being popular with pupils, teachers and parents, participants acquired improved English reading vocabulary competence, as measured by norm-referenced tests.

The new project provided teachers with staff development activities, curriculum materials, contacts with experienced Latin teachers, and coursework, planned by college faculty and School District Latin specialists and made available through the classics departments of Temple University and Millersville State College. During the first program cycle there were 60 participants. Teachers' participation in the program was expected to lead to their incorporating elements of the Language Arts through Latin program in English language and reading instruction, and ultimately, to produce measurable improvement in pupil performance in these areas.

PROJECT EVALUATION

Responsibility for the evaluation of this project has been shared by the project directors, who have described the implementation of the project in semi-annual reports for the National Endowment for the Humanities (NEH), and the authors of this report who have collected and analyzed the data pertaining to two project goals: the education of teachers in the college classes and the effect of teacher participation on subsequent pupil performance. For the convenience of the reader, the relevant semi-annual implementation reports have been appended to this document.

This report focuses on the period February 1980 to February 1981. The project has continued, and later events will be described in a subsequent report.

EVALUATION OF THE OBJECTIVES

Objective 1: Eighty percent of intermediate and secondary teachers will successfully complete the NEH supported Latin courses during the spring or summer of 1980.

The objective was partly attained. Due to low enrollment during the summer session, fewer than 80% of the project participants completed the course by the end of the summer of 1980. However, nearly all the enrollees passed the course.

The first cycle served 60 participants. Thirty enrolled in the course offered during the spring, and five participants did so during the summer. Of the thirty-five who enrolled, 91 percent passed the course and earned a grade of C or better. All but seven earned a grade of B or A.

Project management believed that the low enrollment in the summer course might have been due to teachers' fear of a strike in the fall, and their feeling compelled to earn as much money during the summer as possible.

Objective 2: Statistically significant differences will be found in favor of pupils with Latin when the growth rates in Reading and Language Arts of two equivalent groups of pupils, one with Latin instruction, and one without it, are compared.

This objective was considered partially attained. Statistically significant differences ($p < .10$) in favor of pupils in the Latin instruction group were found on one of two Reading subtests and one of the two Language subtests of the California Achievement Tests (CAT). Subsequent analyses to isolate the effects of the university-based coursework and the staff development sessions showed that teachers' participation in the sessions was associated with better pupil performance, and high teachers' course grades were associated with poorer pupil performance than the comparison group's.

Two cohorts, or groups of pupils who were followed from one school year to the next, were compared to evaluate the effect of the teachers' training on the growth of children in their classes. Cohort I consisted of children who took CAT in 1979 and 1980 and were taught by the program participants in the first half of the 1979-80 school year, before the teacher training program was begun. Cohort II consisted of children who took the CAT in 1980 and 1981 and were taught by these same teachers during the fall of the 1980-81 school year. When a teacher taught several classes, the evaluators drew one class at random for the study.

As the staff development sessions and coursework were conducted during the spring and summer of 1980, the pupils of Cohort II were taught by participants for about 6 months following the teacher training activities. Teachers were asked to supply the names and identification numbers of the pupils in the selected classes and were asked to use the Latin curriculum with the classes of Cohort II.

Initially, Cohort I consisted of about 1,000 pupils, and Cohort II consisted of about 800 pupils. After the data were edited to exclude teachers who did not teach English, language arts or reading to pupils in both cohorts, and to exclude pupils whose background or test data were missing, about 1,000 pupils remained. Tables 1 through 4 describe the overall impact of the teacher training on the pupils.

The goal of the analyses was to distinguish, to the extent possible, the effect of the project from other differences between Cohort I and Cohort II. To accomplish this, the pupils' first cohort year California Achievement Tests subtest score, the pupils' grade and their year to year growth on an "independent" subtest (the California Achievement Tests, Mathematics Computation subtest) were taken into account. Provision was made for differences in the growth rate of pupils of various ages and grades. The Computation subtest gains were included to control for differences in what is often called "history"; unanticipated events, such as teacher strikes, that could effect the growth of one cohort, but not the other.

Table 1 shows that after the control of background differences, the pupils taught by project participants after training scored seven scale score points higher than the comparison group on the Reading Comprehension subtest. Table 2 shows that the Vocabulary subtest difference between the cohorts could be attributed to chance. Table 3 shows that, when background differences were controlled, the Cohort II pupils Language Mechanics scores averaged nine points higher than the comparison group's. Table 4 shows that there were only chance differences between the cohorts on the Usage subtest.

In an attempt to isolate the effect of two elements of the teachers' training on the subsequent performance of pupils, the data were reanalyzed. The results of these secondary analyses are shown in Tables 5 through 8. The background characteristics of the pupils were controlled using the same approach as in the preceeding analyses. However, instead of the variable "Cohort", variables that described the training of the teachers prior to their contact with the pupils of Cohort II appear. There were two systematic findings: three of the four analyses suggested that the teachers' attendance at the staff development sessions was followed by higher pupils' test scores. The second finding was contrary to evaluators expectations: the teachers' earning a high college course grade was followed by statistically significantly lower pupil performance on three measures of pupil achievement.

DISCUSSION AND CONCLUSION

The important role of Latin in the etymology of the English language was heavily emphasized in the teacher training and materials used in the Language Arts through Latin project. Evaluators were therefore surprised to see that, although teacher participation in the project significantly improved the Reading Comprehension skills of pupils, the Vocabulary scores were not

among the statistically significant changes brought about by the project.

The inflections of the Latin language tend to focus attention on details. This is believed to have heightened teachers' and, ultimately, pupils' sensitivity to the minutiae of written materials, such as punctuation marks and capitals that appear on the Mechanics subtest. This, it is hypothesized, led to the statistically significant gains in the Mechanics scores.

The staff development activities and curriculum materials advocated teaching Latin structure through imitation, rather than through discussion of grammatical principles. This may explain why the Latin instruction did not lead to any statistically significant improvement in the Usage and Structure score.

Since the focus on the four staff development sessions was the application of Latin to classroom English and reading instruction, the finding that the number of sessions the teachers attended was significantly related to the subsequent pupil performance suggested that this aspect of the program had the intended effect.

The finding for the college course, the second element of teacher training, was unanticipated. The authors have no explanation for why, when the course had a statistically significant effect, the data suggested that pupils of teachers who earned the highest course grades performed poorer than other pupils.

The grades earned by the teachers suggested that, those who undertook the course succeeded in mastering its content. As yet unanswered is the question of how, once the course and staff development sessions were completed, the teachers used the content to instruct the pupils. A survey of teachers to address this issue is being conducted for the next phase of the research.

The survey might suggest the existence of variables that were strongly correlated with pupils' test scores and with teachers course grades that were not included in the present study. The inclusion of these variables in a replication study might explicate the casual linkage between the pupils' test scores and the teachers' course grades.

In conclusion, there is evidence that some aspects of pupils' acquisition of reading and language skills were enhanced through the training of their teachers. Inconsistencies in the findings prevent one from drawing simple conclusions about the overall effectiveness of the project.

TABLE I

COMPARISON OF COHORT I (BEFORE TEACHER TRAINING)
WITH COHORT II (FOLLOWING TEACHER TRAINING)
ON THE READING COMPREHENSION SUBTEST

Variable	Weight	F	p<
Pretest	.80858	733.170	.01
Pretest-Square	.00106	42.992	.01
Pretest-Cube	-.00001	4.745	.05
Grade	29.185	27.651	.01
Grade-Square	-1.7047	18.822	.01
Gain in Arithmetic	.17922	32.908	.01
Cohort	7.3415	6.583	.05

R-Square = .70 N = 1087
Standard Deviation of Scores About the Regression Surface = 45.80

The data in Table I relate to objective 2 and indicate that the pupils in Cohort II (Following Teacher Training) scored 7.3415 points higher than comparable pupils in Cohort I (Before Teacher Training) on the CAT Reading Comprehension subtest. This difference between the cohorts was statistically significant ($p<.05$). The pupils were made comparable by statistically equating their backgrounds. By controlling for pupils' pretest score, current grade, and gain in arithmetic (a subject not expected to be effected by teacher training in Latin), the analysis allowed for the possibility that pupils in one cohort knew more initially, were older, or learned more rapidly than the pupils in the other. The higher order trends, Pretest-Square, Pretest-Cube and Grade-Square, were included in the analysis to control for pupils' unequal rates of growth.

TABLE 2

COMPARISON OF COHORT I (BEFORE TEACHER TRAINING)
WITH COHORT II (FOLLOWING TEACHER TRAINING)
ON THE VOCABULARY SUBTEST

Variable	Weight	F	p<
Pretest	.93173	945.877	.01
Pretest-Square	.00069	15.457	.01
Pretest-Cube	-.00001	14.206	.01
Grade	16.634	11.594	.01
Grade-Square	-.72209	4.248	.05
Gain in Arithmetic	.13932	25.594	.01
Cohort	2.6383	1.091	N.S.

R-Square = .78 N = 1087
Standard Deviation of Scores About the Regression Surface = 40.41

The data in Table 2 relate to Objective 2, and indicate on that, on the CAT Vocabulary subtest, the pupils in Cohort II (Following Teacher Training) did not score significantly higher than comparable pupils in Cohort I (Before Teacher Training). The pupils were made comparable by statistically equating their backgrounds using the approach described at the foot of Table I.

TABLE 3

COMPARISON OF COHORT I (BEFORE TEACHER TRAINING)
WITH COHORT II (FOLLOWING TEACHER TRAINING)
ON THE MECHANICS SUBTEST

Variable	Weight	F	p<
Pretest	.97944	905.002	.01
Pretest-Square	.00080	35.205	.01
Pretest-Cube	-.00001	22.945	.01
Grade	-10.439	1.124	N.S.
Grade-Square	1.6008	3.728	.10
Gain in Arithmetic	.21078	26.516	.01
Cohort	9.1115	6.587	.05

R-Square = .77 N = 947
Standard Deviation of Scores About the Regression Surface = 53.38

The data in Table 3 relate to Objective 2 and indicate that the pupils in Cohort II (Following Teacher Training) scored 9.1115 points higher than comparable pupils in Cohort I (Before Teacher Training) on the CAT Mechanics subtest. The difference between the cohorts was statistically significant ($p<.05$). The pupils were made comparable by statistically equating their backgrounds using the approach described at the foot of Table 1.

TABLE 4

COMPARISON OF COHORT I (BEFORE TEACHER TRAINING)
WITH COHORT II (FOLLOWING TEACHER TRAINING)
ON THE USAGE SUBTEST

Variable	Weight	F	p<
Pretest	.74733	338.634	.01
Pretest-Square	.00128	34.849	.01
Pretest-Cube	-.00001	6.314	.05
Grade	10.693	.882	N.S.
Grade-Square	.17851	.035	N.S.
Gain in Arithmetic	.18477	16.051	.01
Cohort	1.325	.109	N.S.

R-Square = .60 N = 947
Standard Deviation of Scores About the Regression Surface = 60.37

The data in Table 4 relate to Objective 2, and show that on the CAT Usage Subtest, the pupils of Cohort II (Following Teacher Training) did not score higher than comparable pupils of Cohort I (Before Teacher Training) to a statistically significant degree. The pupils were made comparable by statistically equating their backgrounds using the approach described at the foot of Table 1.

TABLE 5

THE EFFECT OF ELEMENTS OF THE TEACHER TRAINING PROGRAM
ON SUBSEQUENT PUPIL ACHIEVEMENT
ON THE READING COMPREHENSION SUBTEST

Variable	Weight	F	p<
Pretest	.78199	670.483	.01
Pretest-Square	.00096	33.244	.01
Pretest-Cube	-.00001	4.567	.01
Grade	23.686	18.350	.01
Grade -Square	-1.2213	9.576	.01
Gain in Arithmetic	.19295	38.029	.01
Teacher Attended Course	3.0332	.336	N.S.
Incomplete	-27.343	2.111	N.S.
Grade in Course	-4.7390	17.263	.01
Number of Staff Development Sessions	3.4964	8.769	.01

R-Square = .70 N = 1087
Standard Deviation of Scores About the Regression Surface = 45.45

The data in Table 5 relate to Objective 2 and indicate that there was a significant relation between specific elements of the project and the subsequent CAT Reading Comprehension subtest performance of pupils in Cohort II. This analysis, paralleling the data presented in Table I, controlled for the pupils' initial performance (pretest), maturation (current grade), and growth (gain in arithmetic). Instead of comparing the overall performance of the two cohorts (presented in Table I) this analysis estimated the effects of two of the components of the project, in-house staff development sessions and an external college course.

Table 5 indicates that there are two elements of the project that were independently significant. Cohort II pupils whose teachers had attended staff development sessions scored about 3.5 points per session higher than Cohort I (Before Teacher Training) pupils and the higher the teachers' grades in the course, the lower the subsequent performance of pupils; i.e., teachers who received a grade of B- had pupils who scored about 14 points higher than comparable pupils whose teacher received an A.

TABLE 6

THE EFFECT OF ELEMENTS OF THE TEACHER TRAINING PROGRAM
ON SUBSESEQUENT PUPIL ACHIEVEMENT
ON THE VOCABULARY SUBTEST

Variable	Weight	F	p<
Pretest	.91907	895.180	.01
Pretest-Square	.00066	13.655	.01
Pretest-Cube	-.00001	14.265	.01
Grade	15.116	9.264	.01
Grade-Square	-.58468	2.704	N.S.
Gain in Arithmetic	.14279	26.522	.01
Teacher Attended Course	1.9285	.170	N.S.
Incomplete	-20.186	1.622	N.S.
Grade in Course	-1.4457	1.981	N.S.
Number of Staff Development Sessions	1.9893	3.677	.10

R-Square = .78 N = 1087
Standard Deviation of Scores About the Regression Surface = 40.32

The data in Table 6 relate to Objective 2 and indicate that there was a statistically significant ($p<.10$) relation between the number of staff development sessions attended by teachers and the subsequent CAT Vocabulary scores of pupils in Cohort II, the pupils they taught after the training. Pupils scores rose by about 1.989 points per session attended by their teachers.

The analysis parallels the data presented in Table 2 by using the same control variables, but instead of looking at the overall effect of the project (the variable Cohort in Table 2) on vocabulary, it tests the effects of two components of the project.

TABLE 7

THE EFFECT OF ELEMENTS OF THE TEACHER TRAINING PROGRAM
ON SUBSEQUENT PUPIL ACHIEVEMENT
ON THE MECHANICS SUBTEST

Variable	Weight	F	p≤
Pretest	.96561	856.115	.01
Pretest-Square	.00078	31.657	.01
Pretest-Cube	-.00001	20.967	.01
Grade	-15.944	2.547	N.S.
Grade-Square	2.0484	5.896	.05
Gain in Arithmetic	.22594	29.523	.01
Teacher Attended Course	11.530	3.172	.10
Incomplete	-18.761	.793	N.S.
Grade in Course	-3.2297	4.538	.05
Number of Staff Development Sessions	.62078	.159	N.S.

R-Square = .77 N = 947
Standard Deviation of Scores About the Regression Surface = 53.43

The data in Table 7 relate to Objective 2 and indicate that there was a significant relation between teacher participation in the college course and the subsequent Language Mechanics subtest scores of their pupils. The effect of teacher participation has two statistically significant ($p<.10$) components: a positive weight associated with all teachers who took the course and a negative weight for the teacher's grade in the course. These effects are best understood in tandem: For pupils of Cohort I, who were taught before the teachers' participation, the net effect was zero; For Cohort II pupils whose teachers received an A or A- the net effect was negative, and for pupils of Cohort II whose teachers received a B+ or below, the net effect was positive. To calculate the total effect of completing the course independently of the other variables, the following equation was derived from Table 7:

Effect of course:	11.53x(participation code)	-3.2297x(grade code).	
For pupils in Cohort I:	11.53x(0)	-3.2297x(0)	= 0
For a teacher's grade of A:	11.53x(1)	-3.2297x 5	= -4.62
For a teacher's grade of B+:	11.53x(1)	-3.2297x 3	= 1.84
For a teacher's grade of C:	11.53x(1)	-3.2297x 0	= 11.53

TABLE 8

THE EFFECT OF ELEMENTS OF THE TEACHER TRAINING PROGRAM
ON SUBSEQUENT PUPIL ACHIEVEMENT
ON THE USAGE SUBTEST

Variable	Weight	F	p<
Pretest	.74486	336.267	.01
Pretest-Square	.00118	27.904	.01
Pretest-Cube	-.00001	6.373	.01
Grade	5.9832	.270	N.S.
Grade-Square	.53462	.307	N.S.
Gain in Arithmetic	.20033	18.526	.01
Teacher Attended Course	3.9243	.286	N.S.
Incomplete	14.719	.378	N.S.
Grade in Course	-4.2268	6.123	.05
Number of Staff Development Sessions	1.6796	.937	.05

R-Square = .60 N = 947
Standard Deviation of Scores About the Regression Surface = 60.219

The data in Table 8 relate to Objective 2 and indicate that there are significant relations between specific elements of the project and the subsequent CAT Language Usage score of pupils. Cohort II pupils, who were taught after the training, scored about 1.6796 points higher for each session their teacher had attended. When Cohort II pupils' teachers had enrolled in a college course, the higher the teacher's grade in the course, the lower the subsequent performance of pupils. The pupils of Teachers who received a grade of B- scored about 17 points higher than comparable pupils whose teachers received an A.

APPENDIX

PROJECT DIRECTORS' SEMI-ANNUAL REPORTS

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
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ELEANOR L. SANDSTROM
Director of Foreign Language Education
299-7791

File 240

May 28, 1980

Ms. Joyce F. Wendell
Grants Office/Ma. 1 Stop 200
National Endowment for the Humanities
Washington, D C 20506

Dear Ms. Wendell:

Enclosed please find the Semi-Annual Performance Report you requested in your letter of May 7, 1980 to Dr. Michael P. Marcase, Superintendent of Schools.

As I indicated to you in our recent phone conversation, I did not receive a copy of your letter until May 27. I would suggest that in the future the project directors (Dr. Sandstrom and myself) be carboned in at least on any correspondence requesting information.

Thank you very much for your understanding in this matter and for your assistance in getting to me a complete version of the Instructions for Writing Narrative Reports.

Cordially,

ELEANOR L. SANDSTROM
Director
Foreign Language Education

RUDOLPH MASCIANTONIO
Assistant Director
Foreign Language Education

RM/is

cc: Mr. John Hale
NEH, Mail Stop 202

Mr. Nicholas Nascati
Federal Programs Office

SEMI-ANNUAL PERFORMANCE REPORT

ON LANGUAGE ARTS THROUGH LATIN

PROJECT (ES-00131-79-1203)

BACKGROUND

The Division of Foreign Language Education of the School District of Philadelphia, in cooperation with the Department of Classical Culture of Temple University, proposed to prepare elementary and secondary school teachers already employed by the School District to teach special Latin courses to their students. The purpose of such teacher preparation is to bring the benefits of already developed and highly acclaimed Latin curriculum materials to large numbers of pupils not presently studying Latin.

Major activities planned for the first six months of the project included detailed development of the syllabus for the Latin course at Temple, extensive advertising of the project in the schools, the purchase of instructional materials for the participants, the planning and implementation of staff development sessions, a visit to the Los Angeles Unified School District to gather ideas for the project, the selection of participants, the assignment of Friends and Advisors from among the specialist Latin teachers in the School District to assist each participant, gathering data for the project evaluation, and the sending of news releases to professional journals and local media.

PROJECT ACTIVITIES

The instructors from Temple University, Dr. Martha Davis and Dr.

Daniel Tompkins, met with Dr. Masciantonio in November to develop a detailed syllabus for the Latin 51 course to be given to all project participants. In general the outline for the course given on pp-16-17 of the original proposal was followed.

Letters calling attention to the project were sent to all principals by Dr. Sandstrom along with information sheets and applications forms. Principals were urged to discuss the project with their faculties. Over 180 applications were received for the 60 slots. Participants were selected according to the criteria listed on p.20 of the proposal.

Instructional materials were ordered as per the proposal. These materials have been received and distributed to all participants.

The trip to the Los Angeles Unified School District was made in December by Dr. Masciantonio. Classes were observed in a variety of circumstances and in-depth conferences held with Dr. Jules Mandel, Kay Neshat, and Dr. Albert Baca - the leadership personnel in the Language Transfer Project there. Valuable insights and ideas were gained from this visit.

Of the 60 participants approximately 30 elected to take the special Latin course at Temple in Temple's spring session rather than in the summer. All 30 participants completed and passed the course which was monitored by Dr. Masciantonio. Enthusiasm for the course was high. Academic rigor was very much in evidence in the papers and examinations given in the course.

Four staff development sessions were held at the School District Administration Building. The focus of the staff development sessions was on effective classroom utilization of the curriculum materials. How the Romans Lived & Spoke and Word Power through Latin. Videotaped, filmed and "live" demostration lessons were featured. Specialist Latin teachers who assisted Dr. Masciantonio with these sessions included James Villarreal, William Torchia, Roman Kwasnycky, Vincent Douglas, and Roland Nemeth. The outline given for staff development on p. 18 of the proposal was followed.

Each participant was assigned to a Friend and Advisor who is a specialist Latin teacher for assistance in matters of curriculum and instruction. The extent of contact between the Advisor and the participant varied greatly from case to case.

A pupil information Form (FL65) was developed by researchers Dr. Robert Offenberg and Mr. Carlos Rodriguez Acosta in cooperation with Dr. Masciantonio and Dr. Sandstrom. Essentially each participant was asked to provide pupil names and identification numbers. In the case of teachers with multiple classes, one class was selected at random by the researchers. Specimen copies of Form FL65 and directions accompanying it have already been sent to NEH.

News releases were prepared and sent to a variety of professional journals and other publications.

The activities of the project were accomplished to date as per the original proposal. The original objectives of the proposal have been

partially accomplished.

IMPACT

A total of 60 teachers from almost as many schools were selected to participant in this project. Over 180 formal applications were received. A minimum of 2,000 pupils will be involved in the full implementation of the project in the fall of 1980.

Of the 60 participants 30 have already completed the special Latin course at Temple University. It is anticipated that the other 30 participants will take the course this summer. It may be necessary to offer the course again in the spring of 1981 in order to accommodate all participants.

Teachers attending the staff development sessions averaged 42 out of 60. Some of the absentees called to find out what they had missed or had others take notes for them.

Approximately 60 specialist Latin teachers from the School District were pressed into service as Friends and Advisors to the participants. In some cases the Advisors at their own initiative arranged orientation sessions for participants.

Fifty-five of the 60 participants have to date returned the completed Pupil Information Forms.

All 285 elementary and secondary school principals in the Phila. School District were notified about the project originally. A copy of

the letter, information sheet, and application Form was already sent to NEH.

Problems that face the project arise largely from the poor financial condition of the School District. What the effect of possible massive layoffs due to a 140 million dollar budgetory shortfall, reassignment of teachers, and a possible teachers strike may be on the project remain to be seen.

Another concern of the project directors is how to capitalize on the interest shown in the project by teachers. Many very good applicants for the project had to be rejected. A renewal proposal already submitted to NEH has been developed in order to try to involve 60 additional teachers in the project.

STATUS

The activities funded by the grant will, we hope, continue after the grant period. The teachers trained to use the Latin curriculum will continue to use it with same assistance from the Division of Foreign Language Education.

DISSEMINATION

News releases have been sent to various professional journals and other publications. Copies of articles on the grant that appeared in

Foreign Language Annuals, The Classical Outlook, The Classical Journal, The Philadelphia Bulletin, and Perspective have been sent to NEH.

Prepared by:

RUDOLPH MASCIANTONIO AND

ELEANOR L. SANDSTROM,

Project Codirectors

215 299-7791

RM/is

May 28, 1980

December 19, 1980

SEMI-ANNUAL PERFORMANCE REPORT ON THE LANGUAGE ARTS THROUGH LATIN PROJECT

ES 00131 79 1203

BACKGROUND

The Division of Foreign Language Education of the School District in cooperation with the Classics Departments of Temple University and Millersville State College proposed to prepare elementary and secondary school teachers already employed by The School District to teach special Latin courses to their students. The purpose of such teacher preparation is to bring the benefits of already developed and highly acclaimed Latin curriculum materials to large numbers of pupils not presently studying Latin.

Activities that had been planned in the proposal for the period from May to the present included the giving of the jointly planned Latin course at Temple University, staff development sessions, observation of classes by participants, the submission by participants of class lists needed for the research component, and conferences between Friends and Advisors and the participants.

PROJECT ACTIVITIES

Staff development sessions were held as planned in the last part of the spring, 1980. Included in these staff development sessions were "live" demonstration lessons taught by specialist Latin teachers. Some of the lessons utilized children as "the class"; others utilized the project participants as "the class".

Enrollment for the summer course at Temple University was seriously curtailed by the budgetary crisis within The School District and the threat of a teachers' strike in September occasioned by this crisis. Due to the budgetary situation thousands of teachers were sent termination notices in the spring of 1980. The Philadelphia Federation of Teachers (AFL-CIO) responded to the ter-

mination with a strike vote. Many Language Arts Through Latin participants were sent termination notices and therefore felt that they could not take the Temple summer course. Others who were not terminated felt that they must seek gainful employment in the summer (rather than spend the summer taking course work as originally planned) in order to prepare themselves and their families for what observers predicted would be a long and bitter strike in September.

Through the good offices of the Classics Department of Temple it was possible mirabile dictu to hold the course even though only 6 of the 30 participants originally scheduled actually enrolled. Dr. Martha Davis who taught the course reported that enthusiasm was very high and that the actual amount of material covered in the summer session was greater than had been covered in the spring 1980 session. The small summer class permitted greater individualization and more personalized learning. In consultation with project director Mascantonio, Dr. Davis modified some of the content of the course. Again academic rigor was very much in evidence in the papers and examinations given in the course. The course was held on the Main Campus of Temple in North Philadelphia.

Informal gatherings and meetings initiated by the participants themselves have always been a helpful part of the Language Arts Through Latin project. Several were held in the summer, including one in Ocean City, New Jersey. A potluck supper picnic was held at the home of Dr. Davis in Elkins Park for all participants on August 14.

Significantly, teachers who were terminated by the school system or who were unable due to the impending strike to take the summer course at Temple still wished to be considered project participants and expressed hope that they could take the course at some time in the future.

The strike that was anticipated did in fact take place and lasted till the beginning of October. During the strike central office administrators were "deployed to the field" (not to teach classes inasmuch as no children were in attendance but to "assist" principals). Project director Masciantonio found himself sent to the Waring School where a Language Through Latin participant was doing picket duty. One of the "silver linings" in the cloud of the strike was the opportunity for friendly, informal staff development on the picket line thereby created!

Fortunately all terminated teachers (including 15 specialist Latin teachers who were serving as Friends and Advisors in the project and were vital to its success) were brought back as a result of the contract settlement. A letter was sent to all Language Arts Through Latin participants urging them to begin the teaching of the Latin curriculum to their classes. In the case of teachers who had not yet taken the course work, but who had been exposed to staff development, observations, and conferrals with their Friends and Advisors, these were urged to use whatever elements of the curriculum they felt comfortable with.

The pupil information form (FL 65) that had been developed by researchers Dr. Robert Offenberg and Mr. Carlos Rodriguez - Acosta in cooperation with Dr. Eleanor L. Sandstrom and Dr. Masciantonio was distributed to all participants. Through a random selection, teachers of more than one class were told for which class they were to complete a pupil information form.

This second batch of pupil information forms, which provide pupil names and identification numbers, will be used to compare pupils having the Latin curriculum taught to them with pupils taught by the same teachers last year but without Latin. Specimen copies of Form FL 65 were already sent to NEH.

PROJECT RESULTS

Project participants have by now started to use the curriculum with their classes. The delay in the beginning of the school year caused by the strike had an adverse effect on the project in that pupils were deprived of Latin instruction (and, indeed, all instruction) for the first month of the school year. Likewise the reorganization of classes and teacher transfers on a large scale occuring on December 1, 1980 had an adverse effect on the project. Some participants had to start over with new students at that time. Some found themselves in different schools and teaching situations.

Despite the adverse circumstances-which, of course, are completely beyond the control of the project participants and the project directors- the implementation of the project seems successful. Teachers report a high degree of pupil interest in the curriculum. Teachers themselves seem to have had their interest in classical studies stimulated by the project. Some participants, for example, have asked for additional reading materials in Latin or on classical culture which they can pursue on their own. Others have voluntarily attended meetings of the Philadelphia Classical Society to hear talks on Vergil and Archaeology and to share the company of fellow classicists.

The project director also believes that the principals of the schools are more aware of Latin and its benefits as a result of the project. He has heard, for example, unsollicited statements of support for the project from principals at various functions of PASA (The Philadelphia Association of School Administrators).

STATUS

Plans have been formulated for continuing project activities after the grant periods for both Language Arts Through Latin grants end. The project directors have sent a plan containing specific recommendations for continuation to the Associate Superintendent For Curriculum and Instruction, Dr. Bernard Kelner, for his reaction and approval. The plan submitted was as follows:

PLAN FOR CONTINUATION OF IN SERVICE TRAINING FOR PARTICIPANTS IN THE LANGUAGE ARTS THROUGH LATIN PROJECT AFTER THE END OF THE CURRENT GRANT (August 31, 1982)

1. An in-service course called Language Arts through Latin will be offered each semester beginning in the Fall of 1982. Dr. Rudolph Masciantonio, Assistant Director of Foreign Language Education, will teach this course as part of his regular responsibilities with some input from specialist Latin teachers in The School District. This course will provide on-going training for teachers already in the Language Arts through Latin project as well as the opportunity for additional teachers to join the project. The purpose of the course will be to deepen the knowledge of the participants of the Linguistic and Cultural content of How the Romans lived and Spoke, Voces de Olympo and Word Power through Latin and its adjuncts.

2. Two half-day workshops during the school day will be provided in the 1982-83 school year for all Language Arts through Latin participants. Substitute service if necessary will be provided through the office of Curriculum and Instruction. The purpose of the workshops will be to exchange ideas on the effective classroom utilization of the Latin curriculum materials. Similar workshops will be held in succeeding school years to assure the continuity and unity of the project.

3. The Classics Departments of Temple University and of Millersville State College have expressed eagerness to offer appropriate courses tailored to the needs of Language Arts through Latin participants in succeeding years. Present course offerings in mythology, classical mythology, and Greek and Latin literature and languages can be easily adapted to these needs. The courses will be advertised among Language Arts through Latin teachers by the Division of Foreign Languages, though of course, participation will be entirely voluntary and at the expense of each teacher.

4. A staff development update in written form will be initiated for LATL participants by the Division of Foreign Languages and sent twice in each academic year to each participant. The staff development update will include articles on the teaching of the Latin curriculum, notices of interest, reviews of appropriate books and audio-visual materials, and will provide the opportunity to exchange ideas and information among LATL participants.

5. Continuation of the Friend and Advisor relationships between specialist Latin teachers and LATL participants will be encouraged. Specialist Latin teachers will be involved in the planning and implementation of the in-service course, the half-day workshops, and the staff development update. Specialist Latin teachers and LATL participants will be encouraged to use their regular observation days in order to visit each others' classes and to exchange professional ideas.

DISSEMINATION

News releases (copy attached) on the "second" Language Arts Through Latin grant from NEH have contained references to the "first" grant. The releases were sent to various professional journals. A write-up called "The Latin Explosion in Philadelphia" appeared in the November 17, 1980 issue of Education Times, a national publication.

The project directors were able to discuss the project on a radio program called "School News and Views" broadcast on WIP at 6:30 A.M. on Sunday, November 30, 1980. An article on the project entitled "School District Awarded New Grant to Continue Latin Education Project" was published in the November 1980 issue of Perspective. A copy of this article was already sent to NEH.

Prepared by:

Dr. Rudolph Masciantonio

and Dr. Eleanor L. Sandstrom

Project Directors

215-299-7791

Oct. 16, 1980

NEWS RELEASE

NATIONAL ENDOWMENT FOR THE HUMANITIES AWARDS PHILADELPHIA SCHOOL DISTRICT ANOTHER GRANT FOR LANGUAGE ARTS THROUGH LATIN

The National Endowment for the Humanities has awarded the Philadelphia public schools an additional $58,206 to support a project designed to extend the English vocabulary and reading skills of pupils through the study of Latin.

Sixty teachers of English and language arts in intermediate and secondary grades will participate in special Latin courses taught by the Classics Department of Temple University and the Classics Department of Millersville State College. The Division of Foreign Languages Education of the School District and specialist Latin teachers within the District will provide staff development and supportive service for the 60 participants.

Under a previous NEH grant awarded in October, 1979 another group of 60 teachers is being prepared to use the Latin curriculum with their classes. Some of these teachers have already begun to employ the curriculum and report high pupil enthusiasm.

After the appropriate preparation is completed participants incorporate Latin into the language arts program using locally developed instructional materials which emphasize the relationship between Latin roots, prefixes and suffixes and English words. The School District's Office of Research is evaluating the project.

The project supplements and expands existing Latin language programs in the School District where over 14,000 pupils now study Latin. The School District has pioneered the use of innovative Latin curriculum as a means for extending the English vocabulary and reading skills of prban pupils of all backgrounds and abilities. The proven effectiveness of the

- (over please)

Latin programs in upgrading the basic English language skills of pupils has won the School District international recognition and led to the replication of the programs in such public school systems as Los Angeles, Baltimore, Indianapolis, Chicago, and Oakland.

The Language Arts through Latin project is being directed by Dr. Eleanor L. Sandstrom, Director of Foreign Language Education and by Dr. Rudolph Masciantonio, Assistant Director of Foreign Language Education. Dr. Martha Davis of the Classics Department of Temple University and Professor Philip Wooby of the Classics Department of Millersville State College are teaching the special Latin courses in the project with the assistance of School District specialist Latin teachers.

Dr. Masciantonio, project director, says that the project holds great promise for bringing the benefits of the Latin curriculum to a large number of pupils. In addition to expanding the English vocabulary and reading skills of the pupils, the curriculum is also intended to make the pupils aware of the impact of the classical past on the present, to provide an oral introduction to the basic structure and vocabulary of Latin, and to stimulate interest in the study of foreign languages and the Humanities in general. Teacher guides being utilized in the project are entitled How the Romans Lived and Spoke , Voces de Olympo (Echoes from Mount Olympus), and Word Power through Latin.

For more information contact:

Dr. Rudolph Masciantonio
Division of Foreign Language Education
The School District of Philadelphia
215 299 7791

SEMI-ANNUAL PERFORMANCE REPORT ON THE
LANGUAGE ARTS THROUGH LATIN PROJECT

INSTITUTION	:	Division of Foreign Language Education The School District of Philadelphia
PROJECT DIRECTORS	:	Dr. Rudolph Masciantonio Dr. Eleanor L. Sandstrom
GRANT NUMBERS and AMOUNTS	:	ES 2006-80-1992 $58,206 ES 001-31-79-1203 $50,249
GRANT PERIOD	:	10-01-79 to 08 31 82
DATE OF THIS REPORT	:	June 4, 1981

SEMI-ANNUAL PERFORMANCE REPORT ON THE
LANGUAGE ARTS THROUGH LATIN PROJECT

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ES 001 31 79 12031

BACKGROUND

The Division of Foreign Language Education of the School District of Philadelphia in cooperation with the Classics Departments of Temple University and Millersville State College proposed to prepare elementary and secondary school teachers already employed by the School District to teach Special Latin courses to their pupils. The purpose of such a preparation is to bring the benefits of already developed and highly acclaimed Latin curriculum materials to large numbers of pupils not presently studying Latin.

Activities planned in the proposals for the period from January to the present included:

1) Latin courses for participants jointly planned by Millersville State College and Temple University;
2) Staff development sessions;
3) Observation of classes by participants;
4) The collection of data needed for the research evaluation component;
5) Conferences between Friends and Advisors (i.e., specialist Latin teachers) and the participants.

PROJECT ACTIVITIES

Staff development sessions were held as planned in Spring of 1981. Included in these staff development sessions were slide-tape presentations showing demostration lessons and "live" presentations by specialist Latin teachers. Adjuncts to the Word Power through Latin curriculum (such as Latin the Language of Health Sciences, Star Trek with Latin, Greco-Roman Sports and Games, and the Numbers in Latin) were distributed and discussed. Also distributed and discussed was the curriculum resource on Africa in Classical Antiquity. Teachers from the "original" Language Arts through Latin project interacted with the "new" group of participants.

The Millersville course for the Spring was held as planned on Wednesday evenings at the Board of Education Building. Professor Philip Wooby, Head of the Classics Department at Millersville, taught the course. He was assisted by William Torchia, a specialist Latin teacher in the Philadelphia School District. Dr. Wooby emphasized the content of the books Latin and Greek in Current Use (Burriss and Casson) and Daily Life in Ancient Rome. Mr. Torchia concentrated on the specific Latin language content of the Philadelphia School District's curriculum publications, viz., How the Romans Lived and Spoke, Voces de Olympo, Word Power through Latin, and on the content of Lingua Latina secundum Rationem Naturae Explicata. Participants were required to pass two examina rigorosa and to submit written reports and make oral presentations. Enrollment in this course was about 40.

The Temple University course for the Spring was held as planned on Saturday mornings at Temple University Center City. Dr. Martha Davis of the Classics Dept. of Temple University, taught the course. She was assisted by James A. Villarreal, a specialist Latin teacher in the Philadelphia School District. Dr. Davis emphasized the content of Lingua Latina secundum Rationem Naturae Explicata and Classical Mythology by Morford and Leonardin. Mr. Villarreal concentrated on the content of Philadelphia School District's curriculum publications, viz., How the Romans Lived and Spoke, Voces de Olympo, and Word Power through Latin. The 20 participants were required to pass examinations and submit written reports.

During the course of the semester Dr. Davis and Mr. Villarreal visited the Millersville course taught by Professor Wooby and Mr. Torchia. The instructors conferred frequently with project director Masciantonio about the content and structure of the courses.

Informal gatherings and meetings were initiated by the participants themselves. A picnic was arranged by Mr. Villarreal for participants on his spacious front lawn in the East Falls section of the city.

Participants from the original group and participants who joined in the current academic year began to implement the curriculum with their classes. The teachers' strike during the month of September, 1980 and the custodians' strike in February, 1981 both closed schools for pupils. These interruptions coupled with the threatened early closing of schools for lack of funds caused difficulties in the implementation of the project. However, participants were able to begin using the Latin curriculum materials and reported much success where they did. Participants were visited by Frinds and Advisors (Specialist Latin teachers) and by the project director.

The pupil information form (FL65) that had been developed by researchers Dr. Robert Offenberg and Mr. Carlos Rogriguez-Acosta in cooperation with Dr. Eleanor L. Sandstrom and Dr. Masciantonio was distributed to new participants. Through a random selection, teachers of more than one class were told for which class they were to complete a pupils information form. Specimen copies of Form FL65 were already sent to NEH.

RESULTS

Despite the adverse circumstances (caused by an abbreviated school year due to the two strikes and the large scale reorganization of classes and teacher transfers in December, 1980), the implementation of the project seems succesful on the whole. Some participants were hesitant about beginning to use the Latin curriculum, but once they got started (after some gentle and persuasive encouragement by the project director), they seemed to do well with it.

The staff development sessions were evaluated through Form FL 2 - Staff Development Evaluation Sheet (copy enclosed). These forms indicated that overwhelmingly participants throught the staff development sessions were valuable and that they looked forward to attending. The average attendance was about 110 people per meeting.

The college professors reported good results with their classes although some concern was expressed over the seeming lack of literacy in English of some of the participating teachers. Their feeling was, however, that the Latin classes were a good experience for the participants. The grade reports have not been received by the project director at this writing. The professors state that the grades were a "healthy mix" of A's, B's, and C's with a few I's (Incompletes) due to illnesses, etc.

Written evaluations of the courses by the participants revealed general satisfaction with some wish that follow-up courses be made available. Some participants felt that more emphasis should have been given to the Latin language per se (as distinguished from etymology and classical culture). Others felt that more time should have been devoted to the use and content of the curriculum materials per se.

Enthusiasm for the first ussue of Forum Classicum, a staff development update, for participants, was high. Several Language Arts through Latin participants offered contributions for subsequent issues.

STATUS

The plan for continuing project activities after the grant period for both Language Arts through Latin grants end has begun to be implemented. The details of the plan were given in the letter of Dr. Bernard G. Kelner, Associate Superintendent, dated December 29, 1980 to Mr. John Hale of NEH.

One aspect of the plan was the publication twice a year of a staff development update. The first issue this staff development update was 8 pages long and appeared in April, 1981. Its purpose was described as follows:

> Forum Classicum is intended to help teachers in the Language Arts through Latin project and other teachers of Latin and Greek to improve instruction. It will accomplish this purpose by:
>
> 1. providing a vehicle for sharing ideas among classical language staff;
> 2. reviewing pertinent books, audio-visual materials, and other instructional materials;
> 3. calling attention to resources available to classical language staff;
> 4. making available articles on the Classics and the teaching of the Classical contributing to the professional growth of teachers;
> 5. publishing brief classroom ready instructional materials.
>
> Forum Classicum is an outgrowth of the grants received from the National Endowment For The Humanities by the Philadelphia School District to support the Language Arts through Latin project. As a condition for receiving these grants the School District committed itself to the publication of a staff development update such as Forum Classicum at least twice in each school year.
>
> Forum Classicum is perceived as an informal publication with lots of contributions by "grassroots" classroom teachers. Reactions, suggestions, and contributions are most welcome and should be sent to DR. RUDOLPH MASCIANTONIO, EDITOR, Room 302, Administration Building, 21st and Parkway, Philadelphia, Pennsylvania 19103.

The project directors approached both Millersville and Temple about providing continuation courses for interested participants in the Fall of 1981. Plans are still being formulated.

A proposal for an in-service course on Language Arts through Latin was developed and submitted to the Office of Staff and Leadership Development and to the In-Service Council for approval. The proposal was approved by all appropriate authorities and is being scheduled for Fall, 1981. Dr. Masciantonio will teach it. The course is intended to provide review on the content of the Latin curriculum materials for those who need it as well as a means for new participants to enter the Language Arts through Latin project.

The precarious fiscal condition of the Philadelphia School District naturally affects the future possibilities of the Language Arts through Latin Project. With a "shortfall" of 230 million dollars and the threats of massive layoffs of teaching staff it is difficult to forcast the future of the project. Among the 3,500 teachers threatened by layoffs are specialist Latin teachers and Language Arts through Latin participants. The various employee unions have threatened court action and strikes as means for preventing the layoffs. Di meliora piis magistris donent!

DISSEMINATION

An article on the Philadelphia Latin Program (copy attached) appeared in newspapers in many parts of the Country in March and April. Some reference to the Language Arts through Latin grant is included in the article, though unfortunately the A P writer chose not to mention the NEH specifically.

The news release on the project written in October, 1980 continued to be published in various professional journals. Copies have been sent to NEH whereever possible. The text of the release is available in our Semi-Annual Performance Report of December 19, 1980.

Project directors were invited to speak at a meeting of The Humanities Foundation of West Virginia in September about the project. However, the time of this meeting and the turmoil likely to confront the School District will probably preclude acceptance of this speaking engagement.

Many letters and phone calls requesting information on the Language Arts through Latin project and the Philadelphia Latin program in general have been received.

DIVISION OF FOREIGN LANGUAGES

STAFF DEVELOPMENT PROGRAMS EVALUATION SHEET

S34E (FL2)

TODAY'S DATE

1	IN GENERAL, WAS THE STAFF DEVELOPMENT PROGRAM VALUABLE TO YOU?	YES ☐	NO ☐
2	DID YOU IMPROVE YOUR TEACHING AS A RESULT OF ATTENDING?	YES ☐	NO ☐
3	DO YOU LOOK FORWARD TO COMING TO STAFF DEVELOPMENT MEETINGS?	YES ☐	NO ☐
	WHY OR WHY NOT?		

4	PLEASE INDICATE WHICH OF THE FOLLOWING TYPES OF STAFF DEVELOPMENT MEETINGS ARE MOST VALUABLE AND WHICH ARE LEAST VALUABLE.	MOST	LEAST	PLEASE COMMENT
▶	SMALL GROUP DISCUSSIONS ON A SPECIFIC PEDAGOGICAL SUBJECT FOLLOWED BY PLENARY MEETING	☐	☐	
▶	PLENARY SESSION DISCUSSIONS ON VARIOUS PROBLEMS AND SOLUTIONS CONNECTED WITH TEACHING	☐	☐	
▶	THE VIEWING AND DISCUSSION OF FILMS ON PEDAGOGY OR CONTENT AREA	☐	☐	
▶	LECTURE/DISCUSSION ON A CONTENT TOPIC BY A GUEST SPEAKER	☐	☐	
▶	MEETING IN SITU, I.E., AT A RESOURCE CENTER SUCH AS A MUSEUM, TEACHER CENTER, ETC.	☐	☐	
▶	LOOKING AT AND DISCUSSING NEW INSTRUCTIONAL MATERIALS, E.G., SLIDE SETS, TAPES, ETC.	☐	☐	
▶	LOOKING AT AND DISCUSSING VIDEOTAPED DEMONSTRATION LESSONS	☐	☐	

5	WHAT OTHER TYPES OF STAFF DEVELOPMENT MEETINGS WOULD YOU LIKE TO SEE PLANNED?		
6	SHOULD WE HAVE A STEERING COMMITTEE TO HELP PLAN MEETINGS?	YES ☐	NO ☐
7	WOULD YOU VOLUNTEER TO SERVE ON SUCH A COMMITTEE?	YES ☐	NO ☐
8	SHOULD WE HAVE A STAFF DEVELOPMENT "SUNSHINE" CLUB?	YES ☐	NO ☐
	IF SO, WHAT SHOULD ITS ROLE BE?		
9	DID YOU ACTUALLY READ THE REPRINTS OF ARTICLES AND OTHER MATERIALS DISTRIBUTED TO YOU AT STAFF DEVELOPMENT MEETINGS?	YES ☐	NO ☐
	IF YES, WAS THIS READING HELPFUL TO YOU IN IMPROVING YOUR GRASP OF SUBJECT CONTENT AND PEDAGOGY?	YES ☐	NO ☐
10	DO YOU BELIEVE THAT STAFF DEVELOPMENT PROGRAMS SHOULD BE ORGANIZED CENTRALLY ON A SYSTEM-WIDE BASIS OR LOCALLY, I.E., ACCORDING TO DISTRICTS OR SECTIONS OF THE CITY?	CENTRAL ☐	LOCAL ☐
	PLEASE EXPLAIN YOUR ANSWER:		
11	PLEASE COMMENT ON THE FREQUENCY OF STAFF DEVELOPMENT MEETINGS	LESS OFTEN ☐	MORE OFTEN ☐	AS IS ☐
12	HAVE YOU RECEIVED HELP AND SUPPORT IN YOUR TEACHING FROM FELLOW TEACHERS?	YES ☐	NO ☐
	IF YES, PLEASE SPECIFY WHAT KIND OF HELP:		
13	DOES THE MANNER AND PERSONALITY OF THE CHAIRPERSON TEND TO HINDER OR HELP THIS FREE DISCUSSION OF IDEAS DURING STAFF DEVELOPMENT MEETINGS?	HINDER ☐	HELP ☐
	PLEASE EXPLAIN:		
14	ARE THE FOLLOW-UP STAFF DEVELOPMENT MEETINGS (E.G., VISITATION OF CLASSES BY THE CURRICULUM SPECIALISTS AND BY OTHER TEACHERS, INDIVIDUAL CONFERENCES AND HELP) ADEQUATE TO MEET YOUR NEEDS?	YES ☐	NO ☐
	IF NO, HOW COULD THE FOLLOW-UP BE IMPROVED?		
15	DO YOU SUBSCRIBE TO ANY PERIODICAL DEALING WITH FOREIGN LANGUAGE TEACHING?	YES ☐	NO ☐
16	DO YOU BELONG TO ANY FOREIGN LANGUAGE PROFESSIONAL ORGANIZATIONS?	YES ☐	NO ☐
	IF YES, PLEASE SPECIFY:		
17	WHAT TOPICS WOULD YOU PARTICULARLY LIKE TO SEE DISCUSSED OR TREATED AT FUTURE STAFF DEVELOPMENT MEETINGS?		
18	HOW COULD THE STAFF DEVELOPMENT PROGRAM BE IMPROVED?		

USE OTHER SIDE IF MORE SPACE IS NEEDED.

Latin Helps 16,000 Pupils In Phila. Schools Learn English

Special Program in 5th, 6th Grades

Lancaster New Era 3-16-81

PHILADELPHIA (AP) — "Salveta, discipuli," calls out the teacher, and the 4th grade kids sing out in response, "Salve, magister."

It's the "good day" greeting at the start of the unusual Latin class in the Stanton School, where 10 year-old pupils dig into the words of the ancient Romans so they can better speak, read and understand English.

Then they all stand and pledge allegiance to the flag, also in Latin. It's a ritual that attracts interest and attention.

"It's fun, especially when you know what the words mean," says Shawn Brown.

"It makes it kind of special," says Latin teacher William Torchia. "The kids look forward to it."

Rodolph Masciantonio, curriculum specialist for classical languages in Philadelphia's public schools, says "about 70 percent of the words in English come from Latin."

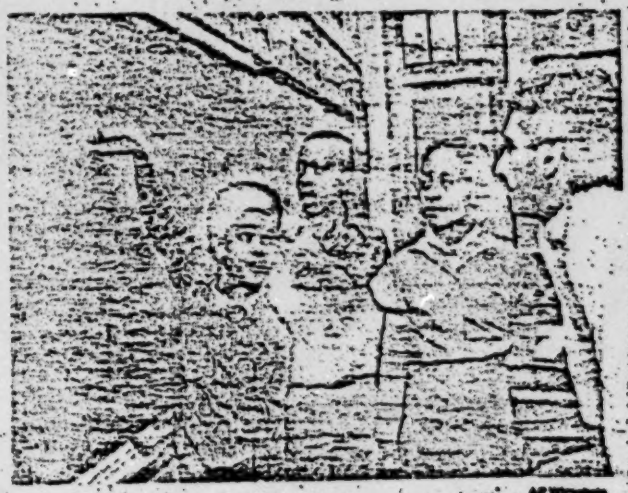
"A pupil who knows that the Latin word aqua means water has the key to such English words as aquarium, aquatics, aqualung and aquamarine," Masciantonio says. "And the Latin word for hand, manus, is the root for for manufacture, manual, manuscript, manicure and manipulate."

In Philadelphia about 16,000 kids in 85 elementary schools, mostly in the 5th and 6th grades, now are getting Latin instruction in 20-minute classes a day.

The school district started with only two Latin teachers and now has 33, and is currently involved in a $120,000 federally-financed program to train more than 100 language arts instructors in bringing Latin into their English classes. Specifically, the idea is to give at least one year of Latin to every elementary school pupil — two if enough funds are available.

"The emphasis of our program is to develop English verbal skills through the use of the Latin language," Masciantonio said. "We teach Latin words and sentences, and we pick English words that fall from them."

The school district wants to bring Latin to all 4th graders because 10-year-olds, and even those 8 and 9, "are more receptive to language learning, and we want to capitalize on them," Masciontonio said. "It is marvelous for a young child to see how another language works.



AP Wirephoto

Philadelphia pupil Shawn Brown, left, demonstrates his Latin skills to fellow students William Palmer and Yvette Martel and teacher William Torchia.

"The short daily exposure is the best for kids to learn and absorb. Pupils at the fifth-grade level advanced one full year in standardized vocabulary test scores as compared to pupils with similar backgrounds who got no Latin."

Torchia writes on the blackboard "unus," the Latin word for one, and immediately the class calls out derivatives from it, like unity, united, union, unit, unitarian, universe.

Then the word "tres" meaning three, and quickly kids call out such English derivatives as triangle, tricycle, trio, triplet.

"It's good, I like to do it, because it improves our word power, and it helps us learn English better," said Yvette Martell, just 10.

William Palmer adds, "You find out where the words come from, and I think I've been reading better since we started Latin this year. When I see a word now I can tell if it comes from Latin, and I like knowing that."

Fourth grade teacher Rita Ruocchio, who willingly surrenders her class to Torchia, calls Latin "a challenge that makes the children think, and it has definitely improved their word attack."

Masciantonio says researchers found similar improvement for kids who took Latin in Washington, D.C.; Easthampton and Worcester, Mass.; Indianapolis; Baltimore; Chicago; Los Angeles; and Erie County, Pa.

Many other towns across the nation, taking a cue from Philadelphia, have injected Latin into their elementary curriculum, and it's been an exciting turnaround in their vocabulary.

Torchia says, "These kids know some words, like puerile, which means childish, that I didn't know until college."

"Latin provides a new beginning for kids," Masciantonio says. "It is a chance to start all over again. Kids who have experienced difficulty with English in conventional programs have a chance to start fresh, and experience success.

"Children are fascinated with classical mythology, and you get a lot of that in Latin. The image that Latin is dusty and forgotten is inaccurate. In most European countries Latin is standard fare, and it is required in Asia, Africa, and South America."

Latin, rarely taught any more in the high schools, may soon make a comeback there, too, Masciantonio says, particularly to help those planning careers in medicine, law and the health sciences, where Latin words are used liberally.

SEMI-ANNUAL REPORT ON THE
LANGUAGE ARTS THROUGH LATIN PROJECT

INSTITUTION: THE DIVISION OF FOREIGN LANGUAGE EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

PROJECT DIRECTORS: DR. RUDOLPH MASCIANTONIO
DR. ELEANOR L. SANDSTROM

GRANT NUMBERS AND AMOUNTS: ES 2006-80-1992 $58,206
ES 001-31-79-1203 $50,249

GRANT PERIOD: 10/01/79 TO 08/31/82

DATE OF THIS REPORT: NOVEMBER 30, 1981

BACKGROUND

The Division of Foreign Language Education of the School District of Philadelphia in cooperation with the Classics Departments of Temple University and Millersville State College proposed to prepare elementary and secondary school teachers already employed by the School District to teach special Latin courses to their pupils. The purpose of such a preparation is to bring the benefits of already developed and highly acclaimed Latin curriculum materials to large numbers of pupils not presently studying Latin.

Activities planned in the proposals and emendations thereof for the period from June to the present included:

.course work in conjunction with Millersville State College and Temple University for project participants

.the development and implementation of an inservice course called Language Arts theough Latin

.phasing in of instruction in Latin by participants who have completed college course work

.continuation of collection of data needed for research evlauation component

PROJECT ACTIVITIES

The great financial crisis of the School District caused the termination of almost 4,000 teachers in June, 1981. Included among the terminated teachers were many specialist Latin teachers and Language Arts through Latin participants. The Philadelphia Federation of Teachers (AFT Local 3) voted to strike since the layoffs constituted a breech of contract on the part of the Board of Education.

Naturally all this turbulence impacted upon summer courses planned in conjunction with Temple University and Millersville State College.

Terminated teachers did not enroll in courses. Non-terminated teachers anticipated a long and bitter strike for the fall of 1981 and felt that they had better seek gainful employment in the summer rather than take courses in order to survive the strike financially.

The Temple course had to be cancelled for lack of the minimum enrollment. Fortunately, 15 teachers did register for the Millersville course, and the course was held.

The Millersville course met at the Multilingual Instructional Resource Center (MIRC) at Fourth and Monroe Streets in the charming Queen Village section of Philadelphia. The books and non-print materials available at MIRC proved to be valuable adjuncts for the course.

Professor Philip Wooby of the Classics Department of Millersville State College conducted the course with the assistance of James Villarreal (Itinerant Specialist Latin Teacher, C.W. Henry School), Roman Kwasnycky (Itinerant Specialist Latin Teacher, Childs School), and Richard Miller (Teacher of English and Latin, Bok Area Vocational Technical High School). Even though Mr. Kwasnycky and Mr. Miller had received termination notices and Mr. Villarreal had received a reassignment notice from the School District, all three agreed to work to help make the Language Arts through Latin course successful.

The course ran from 9:00 a.m. to 12:00 noon each day during July. It normally began with a lecture-discussion by Professor Wooby on some aspect of etymology based on Burriss and Casson's Latin and Greek in Current Use. One of the assistant instructors then discussed or demonstrated a unit from How the Romans Lived and Spoke, Voces de Olympo, or Word Power through Latin. A lecture-discussion on some aspect of Roman civilization and culture by Professor Wooby based usually on

Daily Life in Ancient Rome by Jérôme Carcopino followed. The participants then presented demonstration lessons based on the curriculum guides or summaries of the research papers they had been assigned. Opportunity for individualized help in Latin and other course content was provided after class. Each participant was given a packet of curriculum materials and reference books. Professor Wooby and his assistants conferred with each other and with Project Director, Dr. Masciantonio, on a frequent basis about the content and format of the course.

Enthusiasm for the course was high among participants and faculty. All participants passed the course; many received the grade of A or B. Rigorous standards including several examinations and research papers were maintained. Some of the research papers are being xeroxed and circulated among the total classical language faculty of the School District by the Division of Foreign Language Education.

When the new school year in September started with a teachers' strike, the Millersville courses that were scheduled as follow-ups to the summer and spring courses on a pay-as-you-go basis had to be postponed. The teachers' strike continued until the end of October when Commonwealth Court ordered the Board of Education to rehire the 4,000 terminated employees. This court order had the felicitous effect of bringing back the laid-off Latin specialist teachers and Language Arts through Latin participants.

The inservice course designed for Language Arts through Latin participants wishing to review the content and use of the Latin curriculum and for teachers wishing to join the project has been advertised. It is slated to begin in early December and will be taught by Dr. Masciantonio with some input from specialist Latin teachers.

RESULTS

Despite the adverse circumstances caused by the layoffs, the long and bitter strike and the chaotic beginning of the school year, it appears that no permanent harm was done to the Language Arts through Latin project. Sub pondere crescit palma!

Some adjustments will be necessary in the time line of the Project due not only to the strike of September-October, 1981, but also to the two strikes and large scale reorganizations of classes and teacher transfers of the 1980-81 school year.

The written and oral evaluations of the summer Millersville course seem to indicate that it was highly successful. We were able to capitalize on previous experience in planning the course. The size of the class seemed to contribute to greater individualization. Course grades were in general good.

STATUS

As has been stated, the inservice course on Language Arts through Latin is slated to begin in December. This course will be given without expense to the NEH grant and will provide, we hope, a regular mechanism for keeping the project alive after the grant has ended.

A new issue of Forum Classicum, the staff development update for participants and classical language faculty, is being prepared. Several Language Arts through Latin participants have submitted contributions for this publication.

The Division of Research and Evaluation has collected raw data on the project. Some of this data has been entered on tape and is machine-accessible. The Division of Data Entry is preparing a file on pupils involved in the project. Due to the strikes, however, these Divisions have fallen far behind in their total work schedules. They are not able to tell us at this

at this time when they will be able to resume work on our project. The priorities for these divisions are being established directly by top administration of the School District.

In the spring of 1982, the Millersville course will be repeated for the benefit of those who have not yet taken it. Prof. Wooby will teach the course assisted by staff development leaders from the School District. Staff development sessions for all participants are also being planned for the spring.

DISSEMINATION

The Classics Department of Brooklyn College CUNY in cooperation with the public schools of the city of New York has launched a pilot project called "Latin Cornerstone" for teaching Latin in elementary schools and for training teachers for the same. This Brooklyn project is being modeled on the Philadelphia program and draws some of its inspiration from publicity given to the Language Arts through Latin project.

Many letters and phone calls requesting information on the Language Arts through Latin project have been received. Some delay in answering these requests has been caused by the strike.